



Feedback Policy

We aim to be the school of choice at the heart of our community.

Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Date reviewed: Spring 2018

Rationale

The use of constructive feedback is considered one of the most important factors in children making good progress. At Wendover CE Junior School we celebrate achievement and use verbal and written feedback to indicate to learners what their next steps are in their journey. It is important that children receive high quality feedback throughout their time at Wendover and that pupils engage in a learning dialogue.

Aims

This policy sets out our expectations for giving feedback across the curriculum and is provided so that practice is effective and consistent across the school. It takes account of the needs of all learners and teachers.

1 General Principles

- 1.1 Feedback should be regular and as immediate as possible, but should also be manageable for the teaching team and accessible to the children.
- 1.2 Comments should be personal and relate to the learning objective, the 'Steps to Success' and / or success criteria. Comments will be positive and instructive, eg 'Give me an example of...'
- 1.3 Feedback should be specific so that gaps in knowledge are closed, and wherever possible examples showing how to improve are given.
- 1.4 Achievement should be praised and rewards given as per the behaviour policy.
- 1.5 Feedback is crucial to driving progress and should include verbal comments, self and peer assessment, the use of mini-plenaries and quality marking (written comments).

2 Feedback in Practice

- 2.1 It is expected that all pupils will receive regular feedback about their learning - this may be verbal or written; teachers and adults should aim to work with as many pupils as possible during each lesson in order that misconceptions are addressed and learners are given higher levels of challenge and support at the earliest opportunity.
- 2.2 Feedback should refer to achievement against the learning objective and give the next step in learning (best practice would also include an example to illustrate what is required).
- 2.3 Verbal feedback should be given during the lesson with 'VF' recorded in the book with green ink to indicate that feedback was given at a particular point (progress should then be evident as a result).
- 2.4 Written comments are recorded in green ink and pupils use a red pen in response to the feedback.
- 2.5 Self and peer assessment should be regular and can be against the Steps 2 Success, the learning objective or the curriculum objective (taken from the criteria that denote what is expected by the end of each year). This may be supported by the use of tick charts / tables to guide the learner's evaluation. Children are explicitly taught how to analyse their work.
- 2.6 Mini-plenaries may be used for small groups and / or classes within lessons to: celebrate achievement against the learning objective; to give feedback and to re-shape learning / tasks; to refine the steps to success. Final plenaries may be used to celebrate success using examples of work and to give a look forward to future learning.
- 2.7 Children are expected to underline words they believe are misspelt using a red pen – these should then be self / peer corrected using a dictionary.
- 2.8 Unsatisfactory presentation should be challenged with excellent / improved presentation rewarded (see presentation policy for further details regarding expectations and recognise that a child's particular needs may affect presentation).
- 2.9 Pupils must be given appropriate time to respond to comments: different approaches may be used such as discussing the comments with a learning partner or within table groups, or for groups of children with similar next steps to share their thinking.

3 Marking by Additional Adults

- 3.1 Additional adults should record comments in books to show where they have intervened / supported within the lesson
- 3.2 It is not expected that Additional Adults will distance mark.

4 Managing Marking & Feedback

- 4.1 It is recognised that quality distance marking takes time and that time is also required to plan future learning based on information gathered during the previous lesson. Therefore, thought should be given as to how feedback is given to pupils / groups of pupils in order to best drive progress. Feedback should be given throughout the lesson and not just left until the end; ideally, time should be given for pupils to act on feedback before the final plenary.
- 4.2 It is not expected that distance marking will be used for every piece of written work an individual produces. As a guide, one third would be self/peer assessed, a third would evidence verbal feedback and a third would be distance marked (written comments).

Appendix A

Exemplar comments taken from Shirley Clarke

Reminder prompts	Scaffolded prompts	Example prompts
(for HA children)	(for MA children)	(for LA children)
Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own. <ul style="list-style-type: none"> It was dismal, because I was bored all the time. I found it dismal having only my grandad to talk to.
Say how you think this made him feel.	How do you think Dan felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> Angry that people did not trust him? Annoyed with himself for lying in the past? Your own ideas?
Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words. Jason tried _____ to distract him, but the dragon _____ used his strength to get past him. _____ Jason stabbed his sword into the dragon's side.	Improve the fight by using one of these or your own. <ul style="list-style-type: none"> The dragon's tail lashed viciously, cutting Jason's flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
Think of a better word than bad.	What kind of a monster was he? Change bad for a word that makes him more scary. Write it here...	Try one of these or your own instead of bad <ul style="list-style-type: none"> Ferocious Terrifying Evil
Could you describe James?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty?	Describe James' character. Perhaps: <ul style="list-style-type: none"> James was a kind, likeable boy with a great sense of humour. For instance... James was often quite excitable and noisy but would be quiet and serious when he was working.
How is your story going to end?	What do you think the merman said to the mermaid before they went home together? Write it here.	Write one of these or your own endings. <ul style="list-style-type: none"> "I love you," said the merman. The mermaid took his hand and they swam away. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

Reflection

Respect

Resilience

Responsibility